NEWS LETTER

A Stroll Around the Campus of The Albion State Normal School

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Swanger Hall

1. I've met so many Albion Normal people but I've never happened to get here before. So you see it is my first visit. Would you care to show me around your campus?

Surely. It is always a pleasure to show interested friends about such a place as this—a place holding such fond memories to all who have received the benefits it has to offer. As we walk about I shall attempt to answer any questions you may ask. Yes, this is Swanger Hall, the oldest building on the campus. It was built in 1895, three years after the Normal was started. During the first three years of the School's life, it was housed in the little rock building just back of Swanger. Where did we get the name for this building? It is the name of the first president of the institution. This building was once the whole institution but gradually, as other buildings were built, its various functions decreased until now it is given over wholly to classrooms and laboratories. Of all the buildings on the campus this is probably the dearest to all the graduates.

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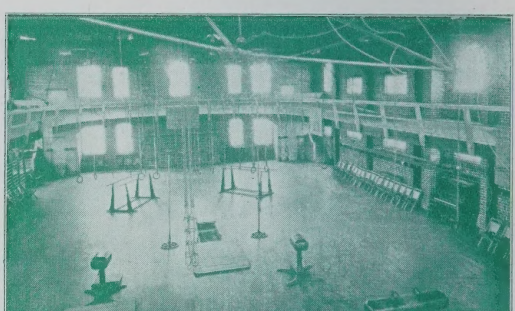
Football Practice

10. For such a curriculum do you have specially prepared people for your faculty or is it similar to the instructional staff of any junior college?

Training for the instruction of the young is the reason for the existence of every normal school, teachers college, or school of education. Consequently this thought should determine the curricula of these schools and every course offered in such institutions should, either directly or indirectly, be an asset to this training process. In offering a course in a normal school, the viewpoint of an instructor should be different from that of an instructor offering the same course in an institution doing general college work. To insure proper functioning of a normal school curriculum a faculty has to be carefully selected. Persons constituting such a body should be products of professional training the same as lawyers, physicians, etc. At least 75% of the Albion faculty are such persons. Many of them are normal school or teachers college graduates and others, after graduating from some college or university, entered a school of education for the professional training. Educational theories and procedure change. You will note from our catalogue that our faculty "keep up with the times" by occasionally getting away to the leading professional schools to acquire the newer things in education.



Gymnasium

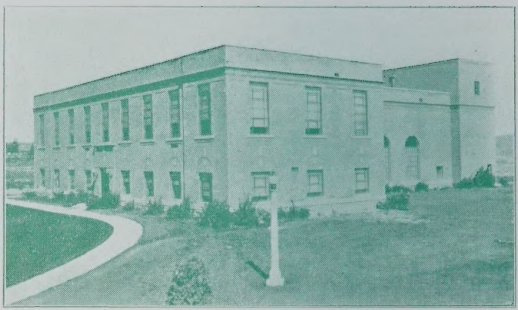
2. I've heard Albion is so isolated. Is it true?

Not at all, now. It was isolated in the early days of the school's operation and somehow the idea of isolation has remained in the minds of many people. Good roads, automobiles, bus lines, and better railroad service have revolutionized transportation in the last decade. Twenty-five years ago students coming to Albion hardly left the campus for a term at a time. But nothing like that now as many of our students, living many miles away, "week-end" at home. Now students may eat breakfast on the campus and, through bus or train service, be at home for dinner whether they live at St. Anthony in the northeast, Montpelier to the east, Malad in the southeast, Twin Falls, Boise, or Weiser to the west, or Hailey to the north. In fact with our fine highway, and Albion situated as it is, it is just as easy and quick to go from Albion to places in southern Idaho as it would be from places on branch railroad lines.

Training School

3. Oh, this is the training school, is it? Is the Albion graduate in demand as a teacher?

It would be hard to imagine more practical teacher training than that offered at the Normal School. In the nine grades of the training school, are all the children of the Albion Valley. Every student in training, before he is graduated, must teach at least one period a day for a full year in the training school. The training school corps consists of a supervisor, six special grade critics and four critics of special subjects. So naturally you see training work under such conditions must be practical as well as thorough and this, undoubtedly, is the main factor in making the Albion graduates so in demand. The best evidence I can give you of this is to tell you that in the past twelve years 34.4% of all the grade teachers in the southern 34 counties of the state—75% of Idaho's area—have been trained at Albion. This percentage has increased year by year until the last survey, made in 1931, shows 43.4% of all the grade teachers in this area were Albion trained.



Administration Building

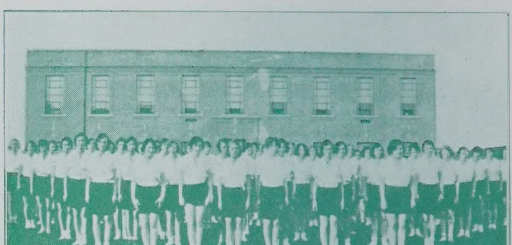
4. Not being acquainted with normal school work, I'm curious about your curriculum. Are all your courses pedagogical?

No, not at all. A teacher having completed pedagogical courses only would be like a workman knowing how to do a thing, but not having the tools with which to do it. A properly trained teacher must know both 'what to teach' and 'how to teach'. Consequently our curriculum must be made of both academic courses and professional courses. We offer more purely academic work than we do pedagogical. This is necessary in order that those preparing to teach in a limited field may secure plenty of academic background for the special training. A student may easily secure two years of well-balanced general junior college work at the Normal School without pursuing any professional course. Yet the Normal School's great function is teacher training and its aim is to give Idaho the best trained grade teachers that two years of strict application and close supervision can produce.

McMurray Hall

5. Do many of your graduates go to some college or university for further education? And how are they received there?

Even tho normal school graduation is sufficient educational preparation for a life diploma, a majority of the graduates have the ambition to further prepare themselves for their chosen profession. The faculty are constantly instilling into the students that the two years here are but the first step in professional preparation for teaching. Most of the graduates teach a few years before going on. Thus with a background of general knowledge and teaching experience they know rather definitely what phase of educational work they wish to major in. Then they look about for the teachers' college or university strong in this phase. Can you imagine a more sensible way of becoming—well, shall we say, educationally efficient? We really have become somewhat conceited over the way our graduates are received when they enter other institutions. University of Idaho, University of Washington, Stanford University, University of Utah, Colorado State Teachers College, in fact, practically every college and university gives our graduates, on entering, full junior standing.



Physical Education

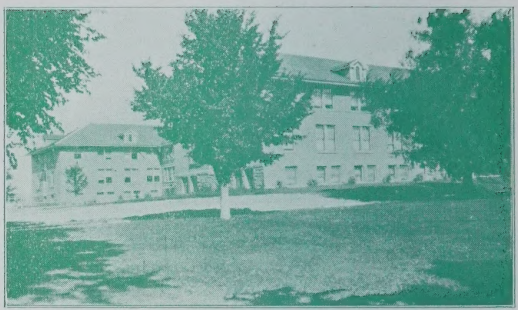
6. Do you take any active measures to safeguard the health of your students?

The Normal School keeps a close check on the health of her students. The School always has as a member of the faculty a graduate nurse who has also had special training in public health education. Every year at the opening of school every student of the Normal and all children of the training school are given a physical examination by a physician, assisted by the institution nurse and the head of the physical education department. Such records furnish the nurse a basis for a part of her year's work. They also assist the physical director in determining what corrective exercises, if any, are needed for different individuals. By such records the athletic director knows who should be permitted to train for the various athletic teams. The School has two infirmaries, one for the men and one for the women. Every case of illness, altho slight, must be reported to the nurse. Certain hours each day she gives for student conference. Every morning she visits the training school for examination of any indication of illness among the children. Every normal school student under the direction and supervision of the head of physical education is required to take a certain amount of exercise each day. The buying and preparation of all food served in the dining hall in under the close supervision of an expert dietican.

Hansen Hall

7. I am convinced you have a well-equipped school in every way. How about expenses? Is your Normal an economical school to attend?

Albion is an economical school to attend from several standpoints. Being a state school most of the expense is state paid. Being a comparatively small school in a small town there are not the temptations or opportunities to spend money that are incident to living in a large city. And the social life of a small school, while as varied as in a large school, is never as expensive. All these things, and I could enumerate still others, enable students to attend the Normal at a very moderate financial outlay. Fees and books for a year amount to $54.75, and room and board come to $252.00, making the total necessary expenses for a whole year's schooling $306.75. I hear there is a strong possibility of reduction in board and this will bring the expenses below $300.00. I do not believe you can find many schools where the expenses are lower than here at the Normal.



Cornish Hall

8. Compared with what I know about expenses at other schools, $300.00 seems so small for a year's schooling. But what sort of living accommodations have the students?

Our living accommodations are on a par with those of other colleges and universities; in fact, many tell us they are a good deal above the average. We have three student residences. Here is Hansen Hall, accommodating about 85 young women, and there is Cornish Hall which will house around 125 more. Cornish was the name of the young woman who taught the first school for white children in Idaho. A fitting name for a normal school dormitory, isn't it? Over there is McMurray Hall, the residence for young men. All our student rooms are good-sized, well-lighted, well-furnished, have individual clothes closets, many with built-in features, and most of the rooms have running hot and cold water. The dining hall is in the basement of Cornish. The dining room will seat 350 and, in spite of its size, is cheerful with its pretty curtains, lights, etc., and with but six at a table it seems so home-like. Our kitchen is one of the best equipped in the state, all cooking, refrigeration, etc., being done by electricity.

Lake Cleveland

9. In looking around, I should judge the question of recreation would not be much of a problem. Am I right?

Yes, the question of recreation does not bother us here as it undoubtedly would were we in a city. We have a variety of opportunities for recreation. Lovers of the out-of-doors enjoy hiking over these interesting lava hills near the campus, and on week-ends one gets farther away. Mount Harrison, rising nearly 10,000 feet above sea level, with beautiful Lake Cleveland near its summit, is always visited many times by student groups combining recreation with field work in science. Then there are the City of Rocks and other places to visit. In winter the nearby hills furnish keen enjoyment in skiing and tobogganing. The architects planning our dormitories knew young people as they made provision for a large recreation room in each residence. With a roaring, crackling fire in the fireplace and somebody at the piano delivering "peppy" music, these rooms furnish excellent, much appreciated, home-like, gathering places for students whether the excuse for congregating be a dance, a tea, an organization meeting, or what not. For large social functions the gymnasium is ideal. The students, all knowing each other so well, enter into the planning and carrying out of these affairs so whole-heartedly. They have no idea such work has a value in training them for the required social side of their future work as teachers.